

LEA: \_\_\_\_\_ Teacher: \_\_\_\_\_

School: \_\_\_\_\_ Interviewer: \_\_\_\_\_ Date: \_\_\_\_\_

Assigned to: \_\_\_\_\_ Itinerant: \_\_\_\_\_

1	What are the best things about your LEA's special education program?          	No right answers
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2	<b>Child Find</b>	
2b	Who are 2 people who can make referrals for a special education evaluation?          	• 0  1. 50 2. 100
2a 2	Prior to referral for special education services, what are 3 things you would do for a student who is experiencing academic difficulties?          	• 0  1. 33 2. 66 3. 100
2c	Prior to referral for special education services, what are 3 things you would do for a student who is experiencing social/behavioral difficulties?          	• 0  1. 33 2. 66 3. 100

<b>3</b>	<b>Evaluation and Eligibility</b>	• 0
3a	Who are the required members of the evaluation/eligibility team?	1. 33 2. 66 3. 100
3b	Describe 2 ways in which you participate in the evaluation process.	• 0  1. 50 2. 100
3c	Describe 2 ways that you or the team obtain parental input to the evaluation process.	• 0  1. 50 2. 100
3d	How does the Evaluation Team summarize evaluation results?	• 0  1. 100
3e	What is your role in the eligibility determination meeting?	• 0  1. 100
3f	What are 2 factors you must consider when selecting assessments to administer to a student?	• 0  1. 50 2. 100
3k	What assessment tools and training opportunities have been made available to you so that you can select and use instruments that are technically sound and valid?	• 0  1. 100
<b>4</b>	<b>IEP</b>	• 0
4a	Who are the required members of the IEP team?	1. 25 2. 50 3. 75 4. 100

4b	Describe 2 of your responsibilities in the IEP process.	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 50</li> <li>2. 100</li> </ul>
4c	On a scale of 1-5, with 1 being low, how involved are you in the IEP meeting?	No right answer
4d	How do you coordinate/collaborate with other members of the IEP team to implement the IEP?	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 100</li> </ul>

5	<b>U-PASS Data</b>	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 50</li> <li>2. 100</li> </ul>
5a	Discuss 2 considerations when deciding how a student with disabilities will participate in the U-PASS testing program (s). (Unless preschool, K, or over 18)	

6	<b>Access to the General Curriculum/LRE</b>	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 50</li> <li>2. 100</li> </ul>
6a	How does the IEP team determine the amount of special education and related services a student needs?	
6b	How does the IEP team determine placement?	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 50</li> <li>2. 100</li> </ul>
6c	List 2 ways you and the team ensure each student with disabilities participates with non-disabled peers to the maximum extent appropriate.	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 50</li> <li>2. 100</li> </ul>

<b>8</b>	<b>Student Success</b>	No right answer
8a	What is your school/LEA focusing on to improve success for all students?	
8b	How do activities include provisions for students with disabilities?	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 100</li> </ul>
8c	What are your priorities for improving your school's/LEA's special education program?	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 100</li> </ul>

<b>9</b>	<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 33</li> <li>2. 66</li> <li>3. 100</li> </ul>
9a	How are professional development needs determined in your school or LEA?	
9b	Who are the groups of people included in the training?	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 33</li> <li>2. 66</li> <li>3. 100</li> </ul>
9c	What professional development opportunities are provided for you in your school or LEA?	No right answer

<b>10</b>	<b>Student Progress</b>	<ul style="list-style-type: none"> <li>• 0</li> <li>1. 50</li> <li>2. 100</li> </ul>
10a	How often are parents given reports on their child's progress on IEP goals? What does the progress report include?	

10 c	What are 3 things you do if a student isn't making sufficient progress to achieve his/her IEP goals by the end of the IEP year?	• 0
		1. 33 2. 66 3. 100

11	<b>LRBI/Discipline and Safe Schools Data</b>	• 0
11 a	When should an IEP team conduct a Functional Behavior Assessment (FBA) and write a Behavior Intervention Plan (BIP)?	1. 50 2. 100
11 b	When is it mandatory to conduct a manifestation determination?	• 0
		1. 100
11 c	What is your involvement in the IDEA disciplinary procedures for students with disabilities?	No right answer

13	<b>Extended School Year (ESY)</b>	• 0
13 b	What are 2 things to consider to determine whether a student is eligible for extended school year services?	1. 50 2. 100

14	<b>Procedural Safeguards</b>	• 0
14 a	What are 5 of the IDEA Procedural Safeguards or parents' rights?	1. 20 2. 40 3. 60 4. 80 5. 100

15	<b>Rules</b>	• 0
15	What training have you had related to the state special education rules?	1. 100
a		
16	<b>Parent Involvement</b>	• 0
16	What are 2 ways that parents are involved in placement decisions?	1. 50
a		2. 100
16	Describe 5 areas in the overall special education process in which parents are involved in determining the educational needs and provision of services for their child.	• 0
b		1. 20
		2. 40
		3. 60
		4. 80
		5. 100
21	What additional resources and/or training is needed to improve the special education program in your school or LEA?	No right answer

Additional Comments: